

ANISHINABEK EDUCATION RESEARCH POLICY STATEMENT

Policy Category	Research and Institutional Development
Policy Search Name	R- Anishinabek Education Research Policy Statement (2020)
*Anishinabek Standard	
<i>Place of Learning</i>	<i>F. Fosters extensive on-going participation, communication and interaction between Kenjgewin Teg and community personnel.</i>
<i>Educators</i>	N/A
<i>Students</i>	N/A
<i>Curriculum</i>	N/A
Approval Date & Board Motion Number	7/22/2020 Board Motion #042-2020
Effective Date	7/22/2020
Previous Versions	Date initially approved: 7/22/2020 Date of last revision: N/A

*These are organizationally adapted standards from the World Indigenous Nations Higher Education Consortium (WINHEC) and the Alaska Comprehensive Centre/Alaska Native Education approved by the Kenjgewin Teg Board of Directors, 2015.

Definitions

“academic research”	for the purpose of this policy statement, this refers to one form of research, and may be Indigenous or non-Indigenous led scholarly research that is published according to the standards of an academic journal; community-based research projects may be academic research once publishing criteria is met and results are published in an academic journal; academic research is equal in importance as that of community-based research projects
“community-based research”	for the purpose of this policy statement, this refers to one form of research, and may be Indigenous or non-Indigenous led research, but is not published according to the standards of an academic journal; community-based research projects are equal in importance as that of academic research
“research”	for the purpose of this policy statement, research includes any work that raises and builds an increased level of consciousness and insight into our Indigenous and Anishinabek world, based on relational accountability; examples include academic research published in scholarly journals, or it may be community action projects which may or may not be published in scholarly journals

Background

- A. The politics of Indigeneity and being Anishinabek is present. Anishinabek people and communities continue to be in a continuum between traditional education frameworks based on a traditional worldview, and the colonialist structures in which many must operate in order to receive government-based financial resources in education. Indigenous communities, including those of Mnidoo Mnising, may find themselves framed within two value systems: one side is rooted in the desire for a resurgence of traditional Anishinabek values and practices in education; to the other side are long-standing colonialist education structures and obligations in which many First Nation communities find themselves tied to operating within.
- B. Call to Action #65 of the Truth and Reconciliation Commission calls upon the Social Sciences and Humanities Research Council (SSHRC) in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.
- C. In 2017, Kenjgewin Teg completed construction of its Anishinabek Skills, Innovation and Research Centre; the research component of the center can now be focused upon with skilled trades programs now underway.

Purpose

- D. Post-secondary sector opportunities for contributions to Indigenous education research by Indigenous Institutes in growing. As an Indigenous Institute which has always been governed by and for Anishinabek communities it is mandated to serve, Kenjgewin Teg will begin playing an active role in the advancement of Indigenous/Anishinabek education research, theories, and evidence-based education solutions and practices. Further, Kenjgewin Teg will create a long-term vision and plan supporting Anishinabek education research.
- E. This policy statement affirms that academic and community-based research projects will be key academic pursuits of Kenjgewin Teg as part of its Anishinabek Skills, Innovation and Research Centre. With a growing and outstanding presence and emergence of Indigenous and Anishinabek academic scholars advancing Indigenous and Anishinabek ways of knowing, seeing and doing, Kenjgewin Teg seeks to collaborate and influence local, regional and national Indigenous/Anishinabek education policy development using Indigenous academic freedom and Indigenous research (see related Academic Freedom Policy Statement).
- F. As institutional development advances and grows in area of research, Kenjgewin Teg will create and approve additional research and program development policies supporting the advancement of Anishinabek curriculum, programs, and research activity. During this transition period, Kenjgewin Teg Board of Directors will approve on a case-by-case basis any Anishinabek curriculum, programs, and research projects led by or co-led, by Kenjgewin Teg and its partner(s).

Anishinabek Education Research

- G. In developing its Anishinabek education research goals, Kenjgewin Teg will be conscious of the continuum in duality of worldview and values within communities at a given point in time, and will respectfully and conscientiously use any preferred or specific Anishinabek values and principles in any research activities that may be undertaken with a community(ies), school(s) and/or with its students, or other participating group(s) or organization(s).
- H. The relationship and connection of land and its criticality in education will be embedded within Kenjgewin Teg's Anishinabek education research activities. Supporting this relationship to land and Indigenous (Anishinabek) peoples is asserted in the United Nations Declaration on the Rights of Indigenous Peoples (2007).
- I. While there will be many possible pathways in contributing and advancing Anishinabek education research, Kenjgewin Teg will consider community-based research projects and academic research using Indigenous research methodologies in support of advancing research-based education solutions for and by Indigenous/Anishinabek communities.
- J. Kenjgewin Teg's research methodologies will be a process that adheres to relational accountability; respect, reciprocity, and responsibility; fundamentally, all Kenjgewin Teg's education research activities must satisfactorily answer the following questions in its education research projects and practices:
- i. Whose research is it?
 - ii. Who owns it?
 - iii. Whose interests does it serve?
 - iv. Who will benefit from it?
 - v. Who designed the questions and framed its scope?
 - vi. Who will carry it out?
 - vii. Who will write it up?
 - viii. How will results be disseminated?
- K. If Kenjgewin Teg is a partner or one of many partners in an approved research project, Kenjgewin Teg will continue to have access to information and data about their work and their communities. Participating communities and organizations in the research project have the right to participate in the management and decisions regarding access to their collective information.
- L. Indigenous/Anishinabek knowledges are collectively owned, discovered, used and implemented; dissemination will be approved through mechanisms identified by Kenjgewin Teg with the support of the participating community(ies), school(s) and/or with its students, or other participating group(s) or organization(s). An Indigenous/Anishinabek community or group can own information collectively in the same way that an individual owns their personal information. The notion of ownership is different from stewardship. Rights to access to research information and data management activities will be achieved through standardized, formal research protocols developed by Kenjgewin Teg.

M. Overall, Indigenous and Anishinabek scholars in education can be viewed as implicitly advancing ‘conscious raising’ as an essential component in self-determination of Indigenous and Anishinabek people. While it may not be explicitly stated in its research project(s) undertaken, contributions toward Anishinabek nationhood building is Kenjgewin Teg’s fundamental purpose in participating in Anishinabek education research activities.

Roles and Responsibilities

- N. The President is responsible for the overall management and operation of Kenjgewin Teg. As a critical policy advancing the growth and development of Anishinabek education research at Kenjgewin Teg, the President will actively assist and provide guidance in this area, together with the Vice President of Institutional Planning and Development.
- O. The Vice President of Institutional Planning and Development is responsible for advancing this policy statement by creating new research policies and protocols for approval by the Kenjgewin Teg Board of Directors.
- P. If a position referred to in this policy is vacant, the policy will not be invalidated. Instead, the President shall designate the roles and responsibilities of that role to another team member(s) and will ensure that the Kenjgewin Teg staff and community is informed of the designation(s) as appropriate.

Evaluation Date - 10/31/2021

Q. This policy will be reviewed annually, or sooner if needed, to support the growth and development of Kenjgewin Teg in Indigenous/Anishinabek education research.

<p>Related Legislation, Policies, Procedures, Guidelines and Documents</p>	<ul style="list-style-type: none"> • Data Sovereignty and Governance Policy Statement • Tri-Council Policy Statement 2 (2018)- Chapter 9: Research Involving the First Nations, Inuit and Metis Peoples of Canada
<p>Policies Superseded by this Policy</p>	<p>None</p>
<p><i>The official version of this policy statement is housed in the Office of the President. In case of discrepancy between an online version and the official version held, the official version shall prevail.</i></p>	